



**Globelics**

## **Primary Education-Current Scenario in INDIA**

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**“Education is what survives when what has been learned has been forgotten.”**

**- B.F. Skinner**

*In order to forget, we must learn things. In order to learn, we must be taught. In order to be taught, we must go to school. But what happens when we do not learn much at school?*

**Literacy is not a luxury; it is a right and a responsibility. If our world is to meet the challenges of the twenty-first century we must harness the energy and creativity of all our citizens.**

**—Former US President Bill Clinton**

**Literacy, as defined in Census operations, is the ability to read and write with understanding in any language. A person who can merely read but cannot write is not classified as literate.**

**– Census Report**

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## **Summary:**

This paper tries to review the attainment towards Millennium Development Goal (MDG) - to achieve universalisation of primary education at the global level in general and that of India in particular. It tries to analyze the current education scenario in India and proposes some of the practical and empirically tested solutions. Education is essential not only for the success of individual but also for the success of countries across the globe. It has thus moved to the court heart of interest to invest in human capital; not only for responsible politicians but also for the concerned civil society. For any nation, the level and quality of education is one of the most significant parameter for development.

Literacy in Article 26 of the Universal Declaration of Human Rights states that everyone has a right to a basic education, and that it should be free and available to all. Infact, the education is the key to achieving all of the eight MDGs. It has also been advocated that education leads towards the reduction in poverty and inequality. It chalks out the way for sustained economic growth.

It is very essential to assess the quantum of problem prima-facie before proposing the solutions to the same. So, as per the 2001 census base, if we have to reduce the illiteracy from 35 per cent to 25 per cent by the year 2008, at least 15 million people need to be educated per year. But the current statistics shows that we are not educating more than 7 or 8 million people per year. Some corrective steps are required to be taken promptly so as to achieve the set target of universalisation of primary education by 2015.

The total expenditure has estimated on an average Rs. 1000 per month per child in a Govt. School. With this hefty expenditure by Governments, we are not able to get quality out put within the existing system.

School Voucher is a special scholarship that empowers the poor with choice. It is a coupon of a specific amount that can be used to fund a child's education at any school chosen by the parent. Globally, it is estimated that up to dollar the sign 10 billion per year additional external support will be required to universalize primary education. Voucher System has been in practice in many countries and there is enough evidence to demonstrate that it is working effectively and could bring a change within a very short span of time resulting in quality output in the education system. We need to implement this system in INDIA without any further delay so as to achieve the aim of universalisation of Primary Education.

## **Literacy Status**

For any nation, the level and quality of education is one of the most significant parameters for development. In India, the total literacy has gone up over the years but the quality needs tremendous improvement. Education is not just the ability to read and write but also a complete process of human transformation.

The synergy between education and learning has to be well perceived and operationalized. Education is essentially an aid to generate worthwhile learning. Learning itself is ultimately an individualized and lifelong process, whereby human transformation occurs within the individual. Learning has various forms such as: pre-learning, reinforcement of learning, classroom learning, individualized and independent learning of small groups or large masses, enrichment learning, self-learning and self-directed or self-managed learning. Final result of learning is the application of knowledge and skills for the benefit of the society, nation and the world.

**- H.E. Dr. APJ Abdul Kalam<sup>1</sup>**

### **FACTS - INDIA**

- The Human poverty index value for India is 35.9 per cent. (I.e. over one third of the population are affected by three key deprivations in their lives: longevity, educational attainment and ability to buy basic goods and services) India's rank is 125 of 175 countries ranked by UNDP.
- The number of primary schools increased almost threefold - from 210,000 in 1951 to 590,000 in 1995. As a result, literacy nearly tripled during 1951-91. Yet almost half the population - some 450 million people are still illiterate. For females seven years and older, the proportion is 61%.<sup>7</sup>
- 53% of children under four in India - some 60 million - are estimated malnourished in 1996.<sup>7</sup>
- India's Literacy Rate is 65 per cent versus a global average of 80 per cent.
- 35 million of our 192 million children between 6-14 years are "out of school" and of those enrolled; another 15 million are habitual absentees.
- Drop out rates are staggering, and only 31 per cent complete basic schooling of grade 10.
- Those who actually attend class, learning levels are deplorable, 7 million out of 19, million children in Grade V cannot read and write- this even does not constitute literacy, let alone education.

## **FACTS - GLOBAL**

- 115 million children around the world aren't in school. Poor kids often can't go to school because they need to work to help their families survive.
- Two-thirds of the kids who don't go to school are girls.
- More than 70% of the out-of-school children are in Sub-Saharan Africa and South Asia.
- Of those who go to school, one-third drop out before they learn to read, write and count.
- Over 15% of children in developing countries don't complete a course of primary education. In Sub-Saharan Africa, less than 60% of children complete a course of primary education.
- Nearly 1 billion adults in the world are illiterate. Women account for 2/3 of all illiterate adults.
- Enrolment in tertiary education (enrolling in a university) in poor countries was less than 10% in 1997, compared to 57% in rich countries.
- Rich countries some spend \$4,000 on a student each year, while developing countries spend \$40.
- In Sub-Saharan Africa, at least 40 million children are out of school—22 million of them girls.
- In South Asia, 36 million of children are out of school—22 million of them girls.
- In East Asia and the Pacific, there are 12 million children out of school—6 million of them girls.
- In the Arab States, there are 7.4 million children out of school—4.5 million of them girls.
- In Latin America, there are 2.5 million children out of school—1.2 million of them girls.

### ➤ **Literacy—A Basic Human Right**

The Universal Declaration of Human Rights states in Article 26 that everyone has the right to a basic education, and that it should be free and available to all. The Convention on the Rights of the Child specifically says that all children have the right to a good primary education and should have equal access to secondary education. And the Millennium Development Goals (MDGs) call for universal primary education by 2015—in fact, many argue that education is the key to achieving *all* of the eight MDGs.

### ➤ **Literacy and Development**

Education is one of the most powerful tool to reduce poverty and inequality. It chalks out the way for sustained economic growth. Studies demonstrate that illiteracy corresponds to regions with greater poverty.

According to UNESCO:

- Per capita income in countries with a literacy rate less than 55% averages about \$600.
- Per capita income in countries with a literacy rate above 96% is \$12,600.

The development of a nation is closely related to the development of its human resources. In a fast changing world, the educational system of a country is the main edifice on which the future of the nation rests. The 53<sup>rd</sup> Round of the NSSO revealed that 38 percent of India's population was illiterate in 1997, while the 1991 Census had found that 48 percent were illiterate. The Census of India 2001 has revealed that the situation has further improved and the illiteracy rate is 35 percent.

### ➤ **Literacy Rates: India**

Literacy rates in India have risen dramatically from only 18.3 per cent in 1951, to 64.8 per cent in 2001. Census data from 1981 to 2001 indicate that the increase in population of the age group 7 years and over has been 26-27 per cent during each decade. The number of illiterates grew by 52 percent in 1981-91 and 59 per cent in 1991-2001. The absolute number of illiterates increased during 1981-91 but substantially declined during 1991-2001. Literacy improved by 8.6 percentage points during 1981-91 while the increase during 1991-2001 was by 12.6 percentage points. (Table 1)

Number of Literates:		Percentage of Literates to Total population:	
Persons	566,714,995	Persons :	65.38 %
Males	339,969,048	Males :	75.85 %
Females	226,745,947	Females :	54.16 %

**Table No. 1.1**

Literacy Rates in India (1951-2001)				(in %age)
Census Year	Persons	Males	Females	Male-Female Gap in literacy rate
1951	18.33	27.16	8.86	18.30
1961	28.30	40.40	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	64.84	75.85	54.16	21.69

Source: Census of India.

The State of Mizoram which had reported the lowest gap in male-female literacy during 1991 with 7.01 percentage points has further narrowed it down to 4.56 in 2001, to lead all the States / UTs in the country. Mizoram is followed by Meghalaya with a gap of 5.73 percentage points and Kerala with 6.34 percentage points. The highest improvement in male literacy rate during 1991-2001 has been observed in Rajasthan with an improvement 21.47 percentage points . It is followed by Chhattisgarh, Dadra & Nagar Haveli, A.P. and U.P. which show an improvement of 19.79, 19.76, 15.72 and 15.41 percentage points respectively. Kerala has the minimum increase of 0.58 percentage points, as it has already reached a saturation level. In female literacy rates, the highest decadal improvement has been made by Chhattisgarh recording an increase of 24.88 percentage points followed by Rajasthan with 23.90 percentage points . Kerala has similarly shown the least increase of 1.69 percent in the female literacy rate. (See Table No. 1.2)

### ➤ Literacy Rates: World Comparison

However, India continues to lag behind several other developing countries in the region.

India's global position on adult and youth literacy rates				
Country	Adult Literacy Rate (per cent 15 yrs & above)		Youth Literacy Rate (per cent 15-24 yrs & above)	
	1990	2001	1990	2001
China	78.3	85.8	95.3	97.9
<b>India</b>	<b>49.3</b>	<b>58.0</b>	<b>64.3</b>	<b>73.3</b>
Nepal	30.4	42.9	46.6	61.6
Pakistan	35.4	44.0	47.4	57.8
Sri Lanka	88.7	91.9	95.1	96.9
Bangladesh	34.2	40.6	42.0	49.1
Source: UNDP, Human Development Report 2003.				

India's level for Adult Literacy is 58.0 per cent in 2001 whereas in China it is 85.8 percent and in Sri Lanka it is 91.9 percent. For Youth Literacy it is 73.3 in India, 97.9 in China and 96.9 in Sri Lanka.

**Education** is a critical input for investment in human capital. As against the goal of 6 percent of GDP, the total expenditure on education in India is currently about 3.4 percent of GDP.

Plan expenditure on education has also increased rapidly since the First Five Year Plan. In the Tenth Five Year Plan allocation on Education is Rs. 42, 8,500 millions of rupees as against 24, 9084 millions of rupees made available in the Ninth Plan i.e. an increase of 76 percent. During the Tenth Plan Rs. **28, 7500 millions of rupees** have been allocated for **Primary Education** which is 67 percent of total plan expenditure. (See Table 2)

## ➤ **NATIONAL POLICY ON EDUCATION**

Educational policy and progress have been reviewed in the light of the goal of national development and priorities set from time to time. In its Resolution on the National Policy on Education in 1968, an emphasis on quality improvement and a planned, more equitable expansion of educational facilities and the need to focus on the education of girls was stressed.

About a decade ago and a half later, the National Policy on Education (NPE-1986) was formulated which was further updated in 1992. The NPE 1986 provides for a comprehensive policy framework for the development of education up to the end of the century and a Plan of Action (POA) 1992, assigning specific responsibilities for organizing, implementing and financing its proposals.

## ➤ **POLICY FRAMEWORK**

India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution. The Directive Principle contained in Article 45 enjoins that "the State shall endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". Article 29 (i) provides that any citizen having a distinct language, script, special care of the economic and educational interests of the underprivileged sections, particularly, the Scheduled Castes and Scheduled Tribes is laid down as an obligation of the State under article 46.

Though education is in the concurrent list of the Constitution, the State Governments play a very major role in the development of education particularly in the primary and the secondary education sectors.

## ➤ **Elementary Education: A Fundamental Right**

Elementary Education has been made a fundamental right for all children of the age 6-14 years by passing the 93<sup>rd</sup> Amendment Bill. The Constitutional (93<sup>rd</sup> Amendment) Bill has been passed by both Houses of Parliament and has received the President's Assent on December 12, 2002. This is a significant measure for achieving the goal of Education for All (EFA) by making free and compulsory elementary education a fundamental right for all children in the age group of 6-14 years.

### **93<sup>rd</sup> Amendment Bill:**

The main features of the revised Constitution (93<sup>rd</sup> Amendment) Bill are as follows:

- 1.) Insertion of a new Article 21A to provide for free and compulsory education to all children of age of 6-14 years in such manner as the State may, by law, determine;
- 2.) Substitution of existing Article 45 of the Constitution with the following : “The State shall endeavor to provide early childhood care and education for all children until they complete the age of 6 years” ;
- 3.) Insertion of the following new Clause in Article 51 (A) of the constitution relating to Fundamental Duties of the citizens:” (k) who is a parent or guardian to provide opportunities for education to his child, or, as the case may be, a ward between the ages of 6-14 years”.

#### **➤ Steps to implement Fundamental Right of Elementary Education:**

Government of India has taken several steps to eradicate illiteracy, improve the quality of education, and get, out of school children back into the mainstream. Some of these initiatives are:

1. National Technology Mission
2. District Primary Education Programme
3. Nutrition Support for Primary Education
4. Lok Jumbish & Shiksha Karmi in Rajasthan
5. Bihar Education Project (BEP)
6. National Open School (NOS)
7. Mahila Samakhya
8. Sarva Shiksha Abhiyan

#### **Selected Programmes at Elementary Education Stage**

- **District Education Programme:**

Launched in 1994 in 42 districts, this is a Centrally Sponsored scheme aiming at providing access to primary education for all children, reducing primary dropout rates to less than 10 per cent, increasing learning achievement of primary school students by at least by 25 per cent and reducing gender and social groups to less than 5 per cent.



- **National Programme of Nutrition Support to Primary Education (Mid-day meal):**

Launched on 15<sup>th</sup> August, 1995 with the objective to boost the Universalisation Of Primary Education by impacting upon enrolment, attendance, retention and nutritional needs of children studying in class I – V. Under this programme, more than 10 crores children are being targeted for coverage.

- **Lok Jumbish:**

This project started in 1992 and has completed in two phases up to June 1999. This programme is being implemented in Rajasthan and has shown a positive impact of micro-planning and school mapping process through community support.

- **Pradhan Mantri Gramodaya Yojana (PMGY):**

This programme was launched during 2000-01 and envisages Additional Central Assistance (ACA) for basic minimum services in certain priority areas. The scheme has six components covering elementary education, primary health, rural shelter, rural drinking water, nutrition and rural electrification. A minimum of 10 per cent of ACA for all components except nutrition (for which it is 15 per cent) has been fixed. The allocation for the remaining 35 per cent of ACA would be decided by the States and UTs among the components of the Scheme, as per their priorities. Funds for elementary education sector under PMGY are utilized to further the goal of Universalisation of Elementary Education.

- **Mahila Samakhya**

The Mahila Samakhya scheme was started in 1989 for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. It focuses on enabling a greater access to education, generating a demand for education, building capabilities and strengthening women's abilities to effectively participate in village-level processes for educational development.

- **Sarva Shiksha Abhiyan**

The Sarva Shiksha Abhiyan (SSA) was launched in November 2000 in partnership with the States. The Scheme of SSA is an effort to universalize elementary education by community- ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community- owned quality

education in a mission mode. The program aims to improve the performance of the school system through a community- owned approach and to impart quality elementary education to all children in the age group of 6-14 by 2010.

### ➤ Quantification of Problem

Firstly, we have to assess the quantum of problem. If we take 2001 Census as the base, and we have to reduce the illiteracy from the existing 35% to 25% by the year 2008, we need to educate at least 15 million people per year. But the present statistics shows that we are not able to achieve a target greater than 7 or 8 million people per year. This requires an immediate correction. A massive drive is required to double the yearly output of the total literacy programme for which we can adopt the following methods.

### ➤ Proposed Practical Solutions

As it is observed from the above discussed report that Government of India and other nations are putting all its best efforts to achieve the Literacy Goals and Universalisation of Education.

There are some myths prevalent for the current education scenario which are nothing but only based on the conventional wisdom; which happens to be proven wrong when encountered through facts and figures. Basic four myths are as follows:

### ➤ Challenging the Conventional Wisdom

- **Myth 1:** The poor need their children to earn/work
- **Myth 2:** People are ignorant of the benefits of education
- **Myth 3:** People do not have money or are unwilling to spend on education.
- **Myth 4:** Government provided primary education is free

### Estimates of Child Labour (All-India rural)

Proportion (%) of children aged 5-14 who are in the workforce		
	Female	Male
Census of India 1981	8.8	10
National Sample Survey 1993	7.8	6.9
NCAER Survey, 1994	3.5	4.4

Total <i>Household</i> Expenditures (annual) on
Primary Education
<b>Rs. 7388.5 million</b>
By Rural Areas
<b>Rs. 4202.5 million</b>
Total <i>Government</i> Expenditure on
Primary Education
<b>Rs. 17,000 million</b>

**Professor JBG Tilak**  
**“How Free is ‘Free’ Primary Education in India?”**  
*Economic and Political Weekly, February 3 & 10, 1996*

Households spend large sums of money on acquiring primary education; a sizable number of students do not receive primary education free, in contrast to the claims made by the government; a large number of students pay tuition fee, examination fee and other fees even in government primary schools in India.

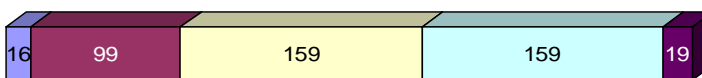
**Average cost of sending a child to a government primary school:**

**Teachers’ Estimate**



Total Expenditure Rs 318

**Parents’ Estimate**



Confronting the first myth on analyzing the Child Labour Data over the years proportionate percentage of children in the work force is towards decreasing trends. Actually, households spend 70% matching expenditure on primary education to the tune of Rs. 11593 million whereas the total Govt. expenditure on primary education Rs. 17000 million. So, it is wrong to say that people are not willing to spend on the education on their children. When we talk about free primary education it needs to be checked that how free is the primary education? Except for

the free school tuition, parents have to spend a considerable amount towards uniform, books & stationery and private tuitions. The total expenditure has estimated on an average Rs. 1000 per month per child in a Govt. School. With this hefty expenditure by Governments, we are not able to get quality out put within the existing system.

➤ **Reforms**

- Remove the license-permit raj (private schools for the poor).
- Let schools decide the syllabus and conduct examinations.
- Introduce the voucher scheme.
- Establish independent certification agencies.
- Empower students and parents. Money should follow students, not schools.
- Link government grants with performance for all education institution.

We need to measure the quantifiable qualitative output so as to assess the output of the education system as a whole. There is a strong need to remove the license – permit for private schools, to link Govt. grant with performance, to establish independent assessment agencies and most importantly to introduce the voucher scheme, where money follows students and not schools.

**VOUCHER SYSTEM – INNOVATIVE APPROACH**

School Voucher is a special scholarship that empowers the poor with choice. It is a coupon of a specific amount that can be used to fund a child's education at any school chosen by the parent.

Under the voucher system, money follows the student. To get the voucher, schools –government or private-have to compete and satisfy the parent. If the parents don't like the school, that can take their child (and the voucher) to another school. Parents decide and parents choose, not the government. This system is being followed in many countries across the globe. (**Table 3**)

Unlike the present system, where schools are accountable to the government bureaucracy, the voucher system makes schools accountable directly to parents since they pay for the education through vouchers. Besides giving the parent the power of choice, a voucher system instills competition among schools and improves the quality of service. After all, funds will now follow the students!

Over the years, India has tried varied approaches to improve enrolments and the quality of school education. As the latest Pratham survey shows, there is a huge gap between our aspirations and actual achievements. In the process we have created a two tier system of school education. Those who can afford fees go to private schools and those who cannot, go to state schools. This gross inequality of schooling opportunities is the result of our current approach to education.

The school voucher is a tool to change the way governments finance the education of the poor. It is a coupon offered by the government that covers the full or partial cost of education at the school of the student's choice. The schools collect vouchers from the students, deposit them in their bank accounts and the banks then credit the school accounts by equivalent money while debiting the account of the government. No money actually changes hands, only the voucher moves from the student to the school, and back to the government.

**The school Voucher provides :**

**Choice for students:** The voucher empowers poor students so that they can attend a school of their choice. If the school does not meet the expectations, they have the choice to change schools.

**Equality of opportunity:** The scheme satisfies the basic human right that all children are treated equally and equal opportunity for education is provided to all irrespective of cash, caste or creed.

**Competition among schools:** Today private Indian schools only compete for the students with money. With vouchers, not only private schools, but also government schools will compete for all students, rich and poor.

**Performance based payment:** The revenue of a school depends on the number of students it has both who pay directly and those who pay through vouchers. Schools therefore have an automatic incentive to increase enrolments and to improve quality to retain students.

**Win-Win outcome:** Those government school students who get a voucher are able to change schools and do better for themselves. Evidence suggests that even those students who stay in government schools also perform better. First, the student-teacher ratio improves and second, schools become more attentive to stop student numbers from going down further. All students achieve better learning outcomes.

In a voucher system, instead of funding schools, the government funds students. The resultant choice and competition working together provides universal access as well as improving quality of education.

### **Critical Review:**

Opponents of the voucher system note that it is possible to have a choice between different schools within the public school system without vouchers. A key reason given for being allowed to choose private schools is the belief that private schools offer better education -- a belief disputed in a 2006 Dept. of Education study. This report concludes that average test scores for reading and mathematics, when adjusted for student and school characteristics, tend to be very similar among public schools and private schools although private schools do slightly better in both.

One argument against vouchers is that, given the limited budget for schools, a voucher system weakens public schools while at the same time not necessarily providing enough money for people to attend private schools. The opponents assert a tendency of the costs of tuition to rise along with its demand, which would compound the problem. Opponents also claim that the vouchers are equivalent to providing taxpayer's money from urban public schools to private schools.

Some economist critics point to the problem of "cream skimming," a variety of adverse selection in the educational market. With a greater pool of applicants, the private schools could be more selective over which students to admit, excluding those who do not belong to a preferred group (for instance, religion or ethnicity), those with disabilities such as autism or multiple sclerosis, and those with disciplinary problems. By law, the public schools must accept any student. So that they would presumably end up with all students whom the private schools turn away for such reasons. This would likely further undermine the reputation and competitiveness of the public schools, leading to a vicious circle that tends toward the total abolition of the public schools and perhaps the end of universal education.

Although since the school would essentially become a business, just like any other business; discrimination by race, social class or religion would be illegal and thus force schools to claim that the student simply didn't meet their standards or more likely, simply avoid saying why they wouldn't take such a student thus allowing such abuses. Just as medical doctor cannot reject a patient based on such discrimination neither could a school openly reject a prospective student. However, as in the case of health care, rejection on monetary terms would still exist, and this is likely to discriminate in a similar manner as economic theory would suggest.

Concerns of corruption and leakage in any public system are warranted. However a well designed voucher system will have less leakage than the present system as it puts the money directly in the hands of those who will pay and benefit from it.

➤ **Conclusion**

As a nation we have the responsibility to enhance the dignity of all our citizens. This can be achieved only through quality education. Real education enhances the dignity of a human being and increases his or her self-respect. If only the real sense of education could be realized by each individual, and carried forward in every field of human activity the world will be so much a better place to live in.

Globally, it is estimated that up to dollar the sign 10 billion per year additional external support will be required to universalize primary education. Voucher System has been in practice in many countries and there is enough evidence to demonstrate that it is working effectively and could bring a change within a very short span of time resulting in quality output in the education system. We need to implement this system in INDIA without any further delay so as to achieve the aim of universalisation of Primary Education.

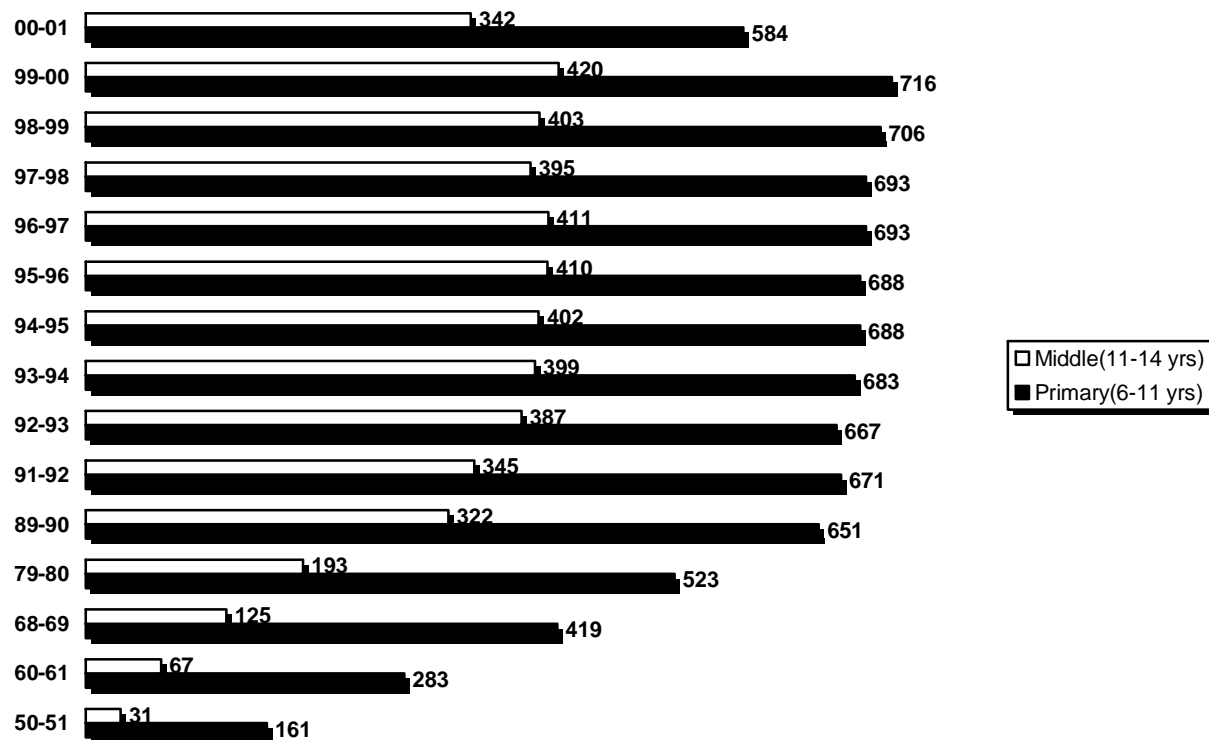
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## Appendix: Tables

**Table No.1**

### Elementary Education In India





**Progress of Enrolment**

**Lakh Persons**

**Table No. 1.2**

**Number of Literates and Literacy Rates by Sex**

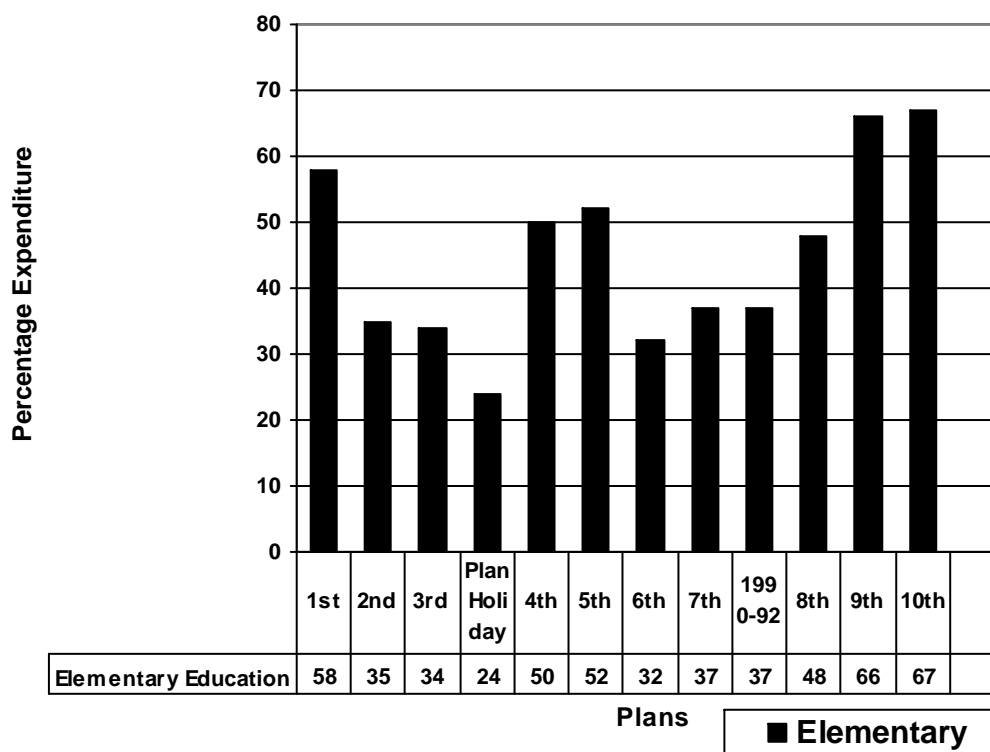
<i>India/State/ Ut</i>	Number of literate			Literacy rate		
	<i>Persons</i>	<i>Males</i>	<i>Females</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>
India	560,687,797	336,533,716	224,154,081	64.8	75.3	53.7
Jammu & Kashmir	4,807,286	3,060,628	1,746,658	55.5	66.6	43.0
Himachal Pradesh	4,041,621	2,278,386	1,763,235	76.5	85.3	67.4
Punjab	14,756,970	8,442,293	6,314,677	69.7	75.2	63.4
Chandigarh	643,245	382,686	260,559	81.9	86.1	76.5
Uttaranchal	5,105,782	3,008,875	2,096,907	71.6	83.3	59.6
Haryana	12,093,677	7,480,209	4,613,468	67.9	78.5	55.7
Delhi	9,664,764	5,700,847	3,963,917	81.7	87.3	74.7
Rajasthan	27,702,010	18,047,157	9,654,853	60.4	75.7	43.9
Uttar Pradesh	75,719,284	48,901,413	26,817,871	56.3	68.8	42.2
Bihar	31,109,577	20,644,376	10,465,201	47.0	59.7	33.1
Sikkim	318,335	189,060	129,275	68.8	76.0	60.4
Arunachal Pradesh	484,785	303,281	181,504	54.3	63.8	43.5
Nagaland	1,132,323	640,201	492,122	66.6	71.2	61.5
Manipur	1,310,534			70.5	80.3	60.5

		753,466	557,068			
Mizoram	661,445	350,105	311,340	88.8	90.7	86.7
Tripura	2,022,099	1,150,707	871,392	73.2	81.0	64.9
Meghalaya	1,157,875	614,272	543,603	62.6	65.4	59.6
Assam	14,015,354	8,188,697	5,826,657	63.3	71.3	54.6
West Bengal	47,196,401	27,452,426	19,743,975	68.6	77.0	59.6
Jharkhand	11,777,201	7,646,857	4,130,344	53.6	67.3	38.9
Orissa		11,992,333				
Chhattisgarh	19,837,055	3	7,844,722	63.1	75.3	50.5
	11,173,149	6,711,395	4,461,754	64.7	77.4	51.9
Madhya Pradesh		19,672,274	11,920,289			
	31,592,563	4	9	63.7	76.1	50.3
Gujarat		17,833,273	11,994,477			
Daman & Diu	29,827,750	3	7	69.1	79.7	57.8
Dadra & Nagar Haveli	107,600	70,992	36,608	78.2	86.8	65.6
	103,904	72,149	31,755	57.6	71.2	40.2
Maharashtra		37,184,963	26,780,980			
	63,965,943	3	0	76.9	86.0	67.0
Andhra Pradesh		23,444,788	16,489,535			
	39,934,323	8	5	60.5	70.3	50.4
Karnataka		17,661,211	12,773,751			
	30,434,962	1	1	66.6	76.1	56.9
Goa	985,562	541,032	444,530	82.0	88.4	75.4
Lakshadweep	44,683	24,511	20,172	86.7	92.5	80.5
Kerala		12,753,602	12,732,086			
	25,485,688	2	6	90.9	94.2	87.7

Tamil Nadu	40,524,545	22,809,662	17,714,883	73.5	82.4	64.4
Pondicherry	696,367	378,758	317,609	81.2	88.6	73.9
Andam.& Nic.	253,135	146,831	106,304	81.3	86.3	75.2

Table 2

## Plan Expenditure



**Table No. 3**  
**Voucher System Details Across Different Countries**

S.No.	Country	Voucher Amount	Who gets Voucher	Findings
1.	Chile	Money directly paid to schools on the basis of per student expenditure in public schools. Private schools may charge extra tuitions.	All children of schools going age.	Enrolment increased by 33%
2.	Colombia	100% of the tuition-80% from the National Govt. and 20% from Municipalities.	Students from low income families- particularly those entering sixth grade are accepted by the participating private schools.	Secondary enrolment increased.
3.	Cote d'Ivoire	Amount of funding varies with school location and tuition fees. At secondary level, the amount is directly tied with enrolment. Value of voucher is \$233 for higher secondary. Higher secondary schools must qualify to get vouchers.	About 42% of public schools students.	
4.	Czech Republic	Private schools get 60% - 90% of public school funding per pupil. They charge the rest.	All students enrolled	Large impact on secondary level enrolments.
5.	Denmark	About 80-85% of school fee; remainder from the parents.	All students attending private primary and secondary and public vocational schools.	<ul style="list-style-type: none"> <li>➤ Dedicated teachers and decentralized system.</li> <li>➤ Competition between public and private schools.</li> <li>➤ Public</li> </ul>

				perception of quality of public schools increased.
6.	Italy	Ex post reimbursement of tuition expenses given to students. Amount varies across the country, covering 25-80% of tuition fee.	In all except two regions eligibility depends on family income. In two regions it is based on academic achievement.	➤ Higher Private enrolment.
7.	New Zealand	Full school tuition plus allowance of NZ\$900 for primary students and NZ\$1,100 for secondary students.	160 students from families with an income below NZ\$25,000.	<ul style="list-style-type: none"> <li>➤ Schools have free control over hiring and firing of teachers, operating budgets and selection of academic mission, student fees.</li> <li>➤ Certain degree of competition between private schools.</li> </ul>
8.	Sweden	Selected private schools get money from municipal school boards according to per pupil funding in public schools.	All children subject to compulsory education at primary and secondary level.	➤ Competition from private schools improved academic achievement in public schools.
9.	The Netherlands	Equal funding to public and eligible private schools. Weighted per student funding – giving more benefit to poorer students.	All students subject to compulsory education.	<ul style="list-style-type: none"> <li>➤ No significant changes in achievement levels.</li> <li>➤ No significant changes in achievement levels.</li> <li>➤ No significant changes in achievement levels.</li> <li>➤ Growing ethnic segregation</li> </ul>

				between schools.
10.	England and Wales (UK)	Only public schools eligible, therefore full cost of education is borne by government	All children	<ul style="list-style-type: none"> <li>➤ Academic achievement increased,</li> <li>➤ Negligible competition between private and public schools.</li> </ul>
11.	USA <ul style="list-style-type: none"> <li>• Cleveland</li> </ul>	90% of tuition fee, up to \$ 2,250 per year	<ul style="list-style-type: none"> <li>• Low income students selected through lottery</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parents satisfied with increased opportunities</li> </ul>
	<ul style="list-style-type: none"> <li>• North Carolina</li> </ul>	Up to \$1,700 per year	<ul style="list-style-type: none"> <li>• Students from the failing schools</li> </ul>	<ul style="list-style-type: none"> <li>• Increase test scores for voucher students</li> <li>• Establishment of new schools</li> <li>• Increase in quality of education.</li> </ul>
	<ul style="list-style-type: none"> <li>• Florida</li> </ul>	Up to \$ 4,000 per year	<ul style="list-style-type: none"> <li>• About 1.5% of public schools students in the district.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Milwaukee</li> </ul>	Up to \$4,696 per year	<ul style="list-style-type: none"> <li>• Students from low income families enrolled from kindergarten to 4<sup>th</sup> grade.</li> </ul>	
	<ul style="list-style-type: none"> <li>• New York</li> </ul>	Up to \$1,400 per year	<ul style="list-style-type: none"> <li>• Students in towns without public schools or enough capacity in public schools.</li> </ul>	